

DOCUMENT RESUME

ED 153 682

JC 780 237

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TITLE Retention and Attrition: Does It Relate to Students' Goals?
SPONS AGENCY Council of North Central Community and Junior Colleges.
PUB DATE 27 Mar 78
NOTE 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27, 1978)
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Academic Aspiration; Age; Community Colleges; Day Students; Demography; Dropout Characteristics; Dropout Research; *Dropouts; Educational Objectives; Evening Students; Females; *Junior Colleges; Junior College Students; Males; Married Students; Minority Groups; Part Time Students; *Persistence; School Holding Power; *Student Characteristics
IDENTIFIERS Delta Community College MI; *Student Objectives

ABSTRACT

The relationships among students' goals, demographic variables, and attrition at Delta Community College (Michigan) were investigated. A total of 600 (out of a random sample of 1,000) fall 1976 students credit courses agreed to participate in the study and identified their goals in attending the college. In the winter 1977 semester, 493 returning and non-returning (n=200) students in the sample answered follow-up questionnaires on reactions to selected college services, goal changes since fall, reasons for returning or not returning, and suggestions for changes at the college. Over 90% of both groups indicated the college met their needs. Of students whose fall goals were to complete degrees or certificates, 82% returned, while only 54% of those with other goals returned. Only 29% of those returning changed their goals between fall and winter, while 55% of those not returning did so. Demographic findings indicated: evening students were twice as likely to drop-out as day students (52 to 27%); 40% with less than 10 credit hours and 80% with from 10-59 credit hours returned; younger students were significantly more likely to return than older students; and ethnic status was not related to attrition. Goal accomplishment, financial, family/personal, or transportation problems, and job hour changes were cited by at least 20% of non-returners as reasons for leaving. Eighty-six percent of non-returners hoped to return to the college in the future. (TR)

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RETENTION AND ATTRITION: DOES IT RELATE TO STUDENTS' GOALS?

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JC 780 237

Paper presented at the Annual Meeting of the American Educational
Research Association, Toronto, Ontario, Canada. March 27, 1978.

The research presented in this paper was partially funded by a grant
from the North Central Association of Community/Junior Colleges.

Printed in the USA

Retention and Attrition: Does It Relate to Students' Goals?

Introduction

Retention in colleges is often discussed in terms of whether or not students complete degrees or programs. Defined this way, retention at community colleges is typically lower than at four year institutions. However, as educational budgets come under closer scrutiny, legislators and trustee members are more carefully examining attrition and its causes. Attrition often is viewed in terms of unmet students' needs, unsatisfactory educational experiences, and lost tuition.

However, attrition by community college students can only be understood in terms of the goals of the students. Without information concerning their educational goals, it is difficult, if not impossible, to determine whether or not the colleges are meeting the needs of the students.

The real question may be, "Is attrition actually a problem?" Viewed in terms of the students' educational goals, it may not be. It may be that much of the attrition (defined as not completing a degree program) is really an indication that community colleges are successful in one of their goals--that of meeting the educational needs and goals of the community, which for many may be something other than a degree or certificate. Of course, on the other hand, if a significant number of students who drop out (stop-out may be a better term for them) intended to obtain a degree or certificate when they enrolled, and were unable to do so for reasons under the control of the college, then this information could provide a basis for improving services.

Each year, approximately one-third of the students enrolled at Delta College during Fall Semester do not enroll Winter Semester. While it is difficult to compare attrition rates of institutions because of the variety of definitions used, it is safe to predict that many institutions similar to Delta experience similar relatively high attrition rates (as defined in the traditional manner). Counting students who do not return or simply determining demographic variables related to retention and attrition is not enough. The success of a comprehensive community based college must be assessed in relation to the goals of the students.

Attrition can be defined several ways. One is to define it in terms of not completing a college defined program or curriculum leading to a degree or certificate. Another is in terms of students dropping out within a semester (i.e., not completing their classes). A third is to not return the following semester. A fourth, and probably the most practical one for community college students, is in terms of not completing their own goals for attending college. For the purposes of this study attrition was defined as not returning Winter Semester after attending Fall Semester. This "attrition" was then analyzed in terms of the students' goals.

Review of Literature

Recently, a study of non-returning students was conducted at Delta College (1976). Non-returning students were defined as those who were enrolled during Fall Semester and did not return during the following Winter Semester. Students who graduated at the end of Fall Semester were not included. Of the 7,003 students (excluding graduates) enrolled during Fall Semester, 1974, 2,345 (33%) did not re-enroll during Winter Semester, 1975. A number of variables were found to be related to continuing or discontinuing (retention or attrition) including age, credit hours attempted, indecision concerning curriculum choice and GPA. However, this study, like many others (Behrendt, 1974; Bromley, 1973; Hall, 1975; MacDougall, 1973; Roesler, 1971; Schaumburg, 1972) did not investigate the goals of the students when they enrolled. A recent study (Nickens, 1976) investigated the relationship of students' goals to attrition, but this study also did not ask students their goals when they enrolled, only after they left.

In the Delta College study, a large percentage (81%) of the sample who responded to a follow-up questionnaire stated that their needs had been met by the college. Additionally, more than 50% of the respondents viewed themselves as stop-outs rather than dropouts. This is further substantiated by the fact that 28% of these students had returned to Delta within one year of "dropping-out".

Purpose of the Study

The primary purpose of the study was to relate attrition and retention to the goals of the students. Specifically, the major objectives were to:

- (1) Determine why students are attending the college, e.g., what are their goals for attending college?
- (2) Determine whether the students' goals were related to whether or not they continued their enrollment.
- (3) Determine the relationship between students' goals and demographic variables.
- (4) Determine the relationship between demographic variables and whether or not students continued their enrollment.
- (5) Investigate multiple regression, using student goals and demographic variables, as a technique to predict groups of students likely to discontinue their enrollment.

Two secondary objectives were to:

- (1) Determine specific reasons why students discontinue their enrollment.
- (2) Determine specific reasons why students continue their enrollment.

Copies of the total report of the study will be available from the authors by June, 1978. For the purpose of this paper, the following were investigated and included:

- (1) First, if a community college is meeting the needs of the students, many of those who do not return would be doing so because the college had met their needs. If a significant proportion of the non-returning students stated that Delta had not met their needs, this would be evidence that the college was not meeting the needs of the students. If students were leaving because their needs were not being met, then one could conclude that attrition is a problem. To test this, the comparison group used was the returning students. If there is no significant difference between the proportion of returning and non-returning students who state that Delta is meeting or has met their needs, then attrition is not necessarily a negative (unless, of course, a high proportion of the returning students also stated the college was not meeting their needs).
- (2) If students differ in their educational goals, this may effect their likelihood of returning or not returning. One goal which would require students to attend more than one semester would be pursuing a degree or certificate. It was therefore hypothesized that students indicating their goal was to obtain a degree or certificate would be more likely to return than students who indicated they were there for something other than a degree or certificate. This was tested by comparing the return rate of students who stated they were attending:
 - (a) 1. "To complete a degree or certificate leading directly to employment"; or
 2. "To prepare for transfer to another college after completing a degree or certificate";as compared to those who stated they were attending:
 - (b) 1. "To prepare for transfer to another college without completing a degree or certificate"; or
 2. "To take course(s) for job upgrading; not to obtain a degree or certificate"; or
 3. "To take course(s) of interest to me; not to obtain a degree or certificate."
- (3) Another question that was investigated was the effect on attrition of students changing their educational goals. It was hypothesized that those students whose educational goals remained the same from Fall to Winter Semesters were more apt to return than students whose goals changed from Fall to Winter Semesters, regardless of the goals. This is not to indicate that changing goals is a negative, but rather that students who change goals may be less likely to return.
- (4) Demographic variables (age, part or full time student status, etc.) have been shown in previous studies to be related to attrition and retention. It is hypothesized in (2) above that students goals are also related to student retention and attrition.

Multiple regression was used to determine if (a) students' goals are significant predictors of whether or not students will return, (b) demographic variables are significant predictors of whether or not students will return, and (c) whether students' goals and demographic variables in combination are better predictors of whether students will return, or are they accounting for the same portion of the variance.

Methodology

Before the beginning of the Fall Semester 1976, a questionnaire was developed for this study. (See Appendix A). At the beginning of Fall Semester 1976, a random sample of 1,000 students enrolled in credit bearing courses at Delta College were contacted by mail and asked to participate in the study. (Approximately 600 students agreed to participate.) Those who agreed to participate completed a short questionnaire pertaining to their goals for attending Delta College. Demographic information on the participants was obtained from computer records. A follow-up letter was sent to non-respondents in November.

At the end of the Fall Semester 1976, the two follow-up questionnaires were developed, one for the returning students and one for non-returning students. Many areas of the college were involved in the development of these questionnaires, especially Academic Affairs and Students Affairs personnel. At the beginning of the Winter Semester 1977, the students in the sample who did not return (approximately 200) were mailed a questionnaire concerning their reasons for not returning to Delta. (See Appendix B.) The questionnaire also requested reactions to selected college services, as well as suggestions they might have for possible changes at the college. The students who returned Winter Semester 1977 were also sent a questionnaire which asked why they returned to Delta, their reactions to selected college services, and also whether their goals had changed since Fall Semester 1976. (See Appendix C.) A follow-up letter was sent to non-respondents in February. Five hundred and three of the 600 students who agreed to participate completed a questionnaire, of which 493 were usable.

Results

Returning students were asked, "Is Delta College meeting your needs?" Non-returning students were asked, "Did Delta College meet your needs?" Table 1 below presents the results. (Only those who answered are included in the analysis.)

Table 1

Is Delta meeting/Did Delta meet your needs

	Yes		No	
	Number	Percent	Number	Percent
Returning	299	96%	12	4%
Non-returning	145	91%	15	9%

As can be seen from Table 1, over 90% of both the returning and non-returning students stated their needs were being or had been met. A Chi-square analysis was performed to determine if there was a statistically significant difference between the two groups on reported needs being met. It yielded the following: Chi-square = 4.97, df = 1, which is significant beyond the .05 level. However, while statistically significant differences between reported needs met for the two groups existed, it accounted for only a small portion of the variance. By converting the Chi-square to a Phi coefficient and squaring the Phi coefficient, we obtain an estimate of the amount of variance accounted for by this factor. This resulted in only approximately 1% of the variance accounted for, leaving 99% unaccounted for.

The second question dealt with types of goals students reported. Educational goals were broadly classified into two groups: degree/certificate oriented and not degree/certificate oriented (see Table 2).

Table 2

Relationship Between Pursuing a Degree and Retention

	Degree or Certificate		No Degree or Certificate	
	Number	Percent	Number	Percent
Returning	236	77%	72	23%
Non-returning	51	45%	62	55%

Of those students who had decided upon an educational goal during Fall Semester, those whose goal was a degree or certificate had an 82% return rate, as opposed to a return rate of 54% for those who had a goal other than a degree or certificate. Another way to look at it would be to say that of those who returned, 77% were seeking a degree or certificate; of those who did not return, only 45% were seeking a degree or certificate. Again, the analysis includes only those who indicated an educational goal. Undecided and non-responses are not included in the analysis. The Chi-square analysis of the difference between these two groups yielded the following: Chi-square = 34.18, df = 1, which is significant beyond the .001 level. This would indicate that the type of educational goal the student has is significantly related to retention and attrition. That is, degree seeking students are more apt to return than students who are not seeking a degree or certificate.

Table 3

Relationship between Fall-Winter Goal Changes and Attrition

	Goals Fall-Winter: Same		Goals Fall-Winter: Different	
	Number	Percent	Number	Percent
Returning	218	71%	90	29%
Non-returning	51	45%	62	55%

Looking at the question of goal changes (see Table 3)--for those students who had decided upon an educational goal during Fall Semester, those whose goal remained the same had an 81% return rate, as opposed to a return rate of 59% for those whose goal changed from Fall to Winter Semester. Or, for those who returned, 71% had the same goal Fall and Winter Semester; of those who didn't return, only 45% had not changed their goal from Fall to Winter Semester. The Chi-square analysis of the difference between the two groups yielded the following: Chi-square = 22.47, df = 1, which is significant beyond the .001 level. This would indicate that those students whose goals remained the same from Fall to Winter Semesters are likely more firm in their reasons for attending college than those students whose goals changed. This in turn may have affected their return rate the following semester.

Using a stepwise multiple regression procedure with "Returning" as the dependent variable and students' goals and demographics as the independent variables, the multiple R for the first 10 variables entered was $R = .50$. However, the first variable entered using the stepwise procedure, "hours attempted" Fall Semester had an $r = .36$ with "Returning", so the remaining demographic variables, and students goals only increased the multiple R by .14. Students' goals alone were then run as independent variables in the regression equation and resulted in a multiple R of $R = .35$. When "hours attempted Fall Semester" was included in the above multiple R, it increased by only .06 to $R = .41$. This would indicate that hours attempted is related to other demographic variables and to the students goals, and because of interrelationships among the variables, is almost as good a predictor of returning as the multiple regression resulting from the first 10 variables.

Even though many of the demographic variables are interrelated, for the purposes of this paper individual demographic variables are reported which may be of interest. The demographic variables are for all 8,000 students enrolled Fall Semester, not just for the sample of 600 who agreed to participate in the study.

- (a) Day-evening student status. Evening students were twice as apt not to return as day students. (52% of evening students did not return; 27% of day students did not return.)
- (b) Credit hours earned. Only 40% of the students who had earned less than 10 cumulative credit hours returned, while approximately 80% of those who had completed 10-59 cumulative credit hours returned.
- (c) Age of the students. There was a negative correlation between age and returning, with younger students significantly more likely to return than older students.
- (d) Marital Status. Essentially, sex was not a significant variable related to attrition, but marital status was, with 44% of married students not returning as compared to only 33% of the single students. Married females had the highest non-return rate of all--47%.
- (e) Credit hours attempted. For full-time students (defined for this study as 10 or more credit hours), the attrition rate was 11%. For part-time students (9 or less) the attrition rate was 51%. Part-time students had almost 5 times the attrition rate of full-time students.
- (f) Ethnic status. For those reporting an ethnic status of White, Black, or Mexican-American, ethnic status was not related to attrition.

Students were also asked to indicate the reasons that influenced them not to return to college. Listed below in rank order are the factors the non-returning students indicated had influenced them not to return to college Winter Semester.

Indicated by 20% or more:

- Financial reasons
- Family or personal reasons
- Transportation problems
- My goals at Delta were accomplished
- Job hours changed

Indicated by 10% or more:

- Career plans changed
- Class was filled or not available
- Found or am looking for a job
- Could not get into a particular program or curriculum
- Delta did not offer the program/curriculum I wanted to complete
- Admitted to another school
- General discouragement with college

Of interest is the fact that the first reason the college has much control over, "Class was filled or not available," was ranked only as high as number seven on the list of reasons.

Returning students were also asked what factors influenced them to return to Delta during Winter Semester. The following were the five major reasons cited, in rank order:

- Location of Delta (Close to home)
- Curriculum or program offerings
- Costs me less to attend Delta College
- Course work is relevant to my goals.
- Quality of instruction

Non-returning students were also asked whether or not they planned to return to Delta sometime in the near future. 86% of the students indicated either "yes" or "maybe" they intended to return in the near future.

Summary and Discussion

The analysis of the data in this study does not seem to support the widely held view that "attrition," when considered in light of the students' reasons for attending college, is necessarily a problem. Even though approximately one-third of the students did not return Winter Semester after attending Fall Semester, over 90% of them indicated that the college had met their needs. When this is considered along with the students' stated goals it is not surprising. Those students who are seeking a degree or certificate are likely to return--those who have short term goals such as job upgrading, personal interest, etc., are much less likely to return. However, these non-degree oriented goals often do not require more than one or two semesters to complete. If, as the students generally indicate, their needs were met by the college, then not returning the following semester should not be considered a negative. Instead, it should be viewed as an indication that community colleges are fulfilling their role as just that--community colleges, with missions much broader than just providing opportunities in degree and certificate programs. While community college personnel are well aware of these very diverse student goals, often times others (e.g., boards-of-trustees and state legislatures) are used to determining college success in terms of degree and certificate completion. The problem may be to "re-educate" a number of people as to the community college's role, and it also may be necessary for the community colleges to take the lead in providing new standards of success other than "completions" of college-defined programs.

Information concerning goal change and attrition may be of use to admissions officers and counselors. If a student has indicated a firm choice of educational goals, it appears to be more likely that he/she will return. The individuals who have not made a firm choice may be prime targets for counselors and

admissions personnel. Student assistance such as career information counseling, career assistance such as the System for Interactive Guidance Information (SIGI), and human resource development centers may become even more necessary in the future.

Demographic variables related to attrition may also be of interest to personnel who are planning programs, procedures, course offerings, etc. Single individuals are more likely to return to college than are married individuals, especially married females. Part-time students are less apt to return than full-time students. Evening students are much less apt to return than day time students. Older students are also less apt to return than younger students. All of these have implications for the current move to recruit additional "non-traditional" students to the community colleges. Perhaps--even likely--these students' goals are different. However, perhaps we are geared primarily toward the more traditional students--young, full-time, likely single, not employed full-time, rather than the non-traditional students. Further analysis may be necessary of the non-traditional students' goals and the services the colleges are providing for them. If, as is often predicted, our growth is going to be primarily in these areas, then we have somewhat of a paradox--the groups we are counting on for our growth currently have the highest attrition rates (again, defined in the traditional sense).

Demographic variables and students' goals are to some degree related. Certain demographic variables such as age, when courses are taken, number of hours attempted, etc., are related to type of student goal, and both of these--demographics and the goals--are related to attrition. Therefore, studying demographic variables as "causes" of attrition may be misleading--the goals of the students, which in turn are related to the demographics, may be the major causal factor in returning or not returning.

The reasons cited for not returning to college seem to indicate that many of the reasons are not something the college has influence over--at least not directly. However, through services provided and attempting to make the college as accessible as possible, the college may have indirect influences on the reasons cited.

In summary, since students' goals are related to their retention and attrition, it seems clear that attrition, defined in the traditional way, is not necessarily a negative--particularly as viewed by the students. Perhaps we should be considering retention and attrition in terms of a student-defined program rather than a college-defined program.

Student Number _____

1. I am willing to participate in the project. ☐ Yes ☐ No
2. Which of the following best describes your educational goal at Delta:
 - ☐ a. I am undecided about my educational goal at this time.
 - ☐ b. To complete a degree or certificate leading directly to employment.
 - ☐ c. To prepare for transfer to another institution after completing a degree or certificate.
 - ☐ d. To prepare for transfer to another institution without completing a degree or certificate.
 - ☐ e. To take courses for job upgrading; not to obtain a degree or certificate.
 - ☐ f. To take course(s) of interest to me; not to obtain a degree or certificate.
 - ☐ g. Other (please specify): _____
3. If your goal is to obtain a degree or certificate, have you decided upon a major (curriculum)?
 - ☐ Yes, I've made a firm choice.
 - ☐ Yes, I've made a choice but may change it.
 - ☐ No, I'm undecided at this time.
4. Do you plan to return to Delta during the Winter Semester?
☐ Yes ☐ No ☐ Undecided

SECTION I

Please answer the following questions by either filling in the blanks provided or checking (✓) the answer which best describes your status during Fall Semester, 1976.

1. Were you employed during Fall Semester?

- ☐ a. Full-time; number of hours per week?
☐ b. Part-time; number of hours per week?
☐ c. Not employed

2. Marital status: ☐ Single ☐ Married Number of children?

3. Many students who do not return to college still have an educational goal. If you still have an educational goal at Delta, which one of the following best describes it. (Please leave blank if you no longer have a goal at Delta.)

- ☐ a. To complete a degree or certificate leading directly to employment.
☐ b. To prepare for transfer to another college after completing a degree or certificate.
☐ c. To prepare for transfer to another college without completing a degree or certificate.
☐ d. To take course(s) for job upgrading; may or may not complete a degree or certificate.
☐ e. To take course(s) of interest to me; may or may not complete a degree or certificate.
☐ f. I am undecided about my educational goal at this time.
☐ g. Other (please specify) _____

4. If your goal is to obtain a degree or certificate, have you decided upon a major (curriculum)?

- ☐ Yes, I've made a firm choice.
☐ Yes, I've made a choice but may change it.
☐ No, I'm undecided at this time.

5. Below are some possible reasons that might influence students not to return to college. Please rate each reason as to whether it influenced your decision not to return to Delta College this semester.

- | | Not a factor
in my leaving | Yes, a factor of
some importance | A major factor in
my not returning |
|---|-------------------------------|-------------------------------------|---------------------------------------|
| a. Career plans changed..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b. Job hours changed..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| c. Found or am looking for a job..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| d. Class work not relevant to job..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| e. Course work was too difficult..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| f. Lack of study and learning assistance..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| g. Low grade point average..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| h. Not sure a college education is worth it..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| i. Class was filled or not available..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| j. Could not get into a particular program or curriculum..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| k. Delta did not offer the program/curriculum I wanted to complete..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| l. Financial reasons..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| m. Transportation problems..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| n. Family or personal reasons..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| o. Admitted to another school..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| p. General discouragement with college..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| q. My goals at Delta were accomplished..... | <input type="text"/> | <input type="text"/> | <input type="text"/> |

6. What was the Major reason why you chose not to return to Delta College this winter? _____

7. Did Delta College meet your needs? ____ Yes ____ No

8. Do you plan to return in the near future? ____ Yes ____ No ____ Maybe

How can we help you in the future? _____

SECTION II

9. Please indicate how satisfied you were with the following services/activities. If you did not have an opportunity or need to use them, please mark Never Used The Service. Place a check (✓) under the appropriate column.

- a. Admissions.....
- b. Counseling Center Services.....
- c. Orientation.....
- d. Financial Aid.....
- e. Registration.....
- f. Variety of course offerings.....
- g. Time of course offerings.....
- h. Classroom instruction.....
- i. Library services.....
- j. Tutorial and study skills services.....
- k. Full and part time employment services.....
- l. Career information services.....
- m. Health Services.....

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Never Used Service
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Please comment on any of the above with which you were dissatisfied.

Thank you very much for your assistance!

Student Number: _____

APPENDIX C CURRENT STUDENT QUESTIONNAIRE

SECTION I

Please answer the following questions by either filling in the blanks provided or checking (✓) the answer which best describes your status during Fall Semester, 1976.

1. Were you employed during Fall Semester?

- _____ a. Full-time; number of hours per week? _____
 _____ b. Part-time; number of hours per week? _____
 _____ c. Not employed

2. Marital status: _____ Single _____ Married _____ Number of children?

3. Which one of the following best describes your educational goal at Delta now?

- _____ a. To complete a degree or certificate leading directly to employment.
 _____ b. To prepare for transfer to another college after completing a degree or certificate.
 _____ c. To prepare for transfer to another college without completing a degree or certificate.
 _____ d. To take course(s) for job upgrading; may or may not complete a degree or certificate.
 _____ e. To take course(s) of interest to me; may or may not complete a degree or certificate.
 _____ f. I am undecided about my educational goal at this time.
 _____ g. Other (please specify) _____

4. If your goal is to obtain a degree or certificate, have you decided upon a major (curriculum)?

- _____ Yes, I've made a firm choice.
 _____ Yes, I've made a choice but may change it.
 _____ No, I'm undecided at this time.

5. Please indicate how satisfied you were Fall Semester with the following services/activities. If you have not had an opportunity or need to use them, please mark Never Used Service. Place a check (✓) under the appropriate column.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Never Used Service
a. Admissions.....					
b. Counseling Center services.....					
c. Orientation.....					
d. Financial Aid.....					
e. Registration.....					
f. Variety of course offerings.....					
g. Time of course offerings.....					
h. Classroom instruction.....					
i. Library services.....					
j. Tutorial and study skills services.....					
k. Full and part time employment services.....					
l. Career information services.....					
m. Health Services.....					

Please comment on any of the above areas with which you were dissatisfied.

6. Is Delta College meeting your needs? ____ Yes ____ No

If no, in what way is it not meeting your needs? _____

SECTION II

7. Check one or more of the following which influenced your decision to return to Delta College this semester.

- ____ a. Costs me less to attend Delta College.
- ____ b. Location of Delta (close to home).
- ____ c. Curriculum or program offerings.
- ____ d. Time of course offerings.
- ____ e. Quality of instruction.
- ____ f. Study and learning assistance available.
- ____ g. Availability of financial aid.
- ____ h. Course work is relevant to my goals.
- ____ i. Personalized assistance from faculty and staff.
- ____ j. Recommended or required for my current job.
- ____ k. Friends or family influenced me.
- ____ l. Other (please specify) _____

8. What was the Major reason you chose to return to Delta College this semester?

Thank you very much for your help!

Student Number _____